

VI. Learning and Technology

- *Evidence of methodology to measure technology impact on student learning.*

| Source | Date | Who |
|--------------------------|---------|--------------------|
| Ohio Proficiency Test | Yearly | Classroom Teachers |
| MAT 7 | Yearly | Classroom Teachers |
| Project Based Activities | Monthly | Classroom Teachers |

- *Evidence of Technology and Curriculum integration (Attach copies of curriculum guide)
See CPS Web page: <http://www.columbus.k12.oh.us> under curriculum.*
- *Evidence of a process to access evolving instructional needs and capacity across the district.*

The overall vision is that instructional content be available to all students via the CPS data network. This includes voice, video, and data at speeds that will allow full motion video and CD quality audio.

1-A video server that will store audiovisual library materials that are currently housed at Hudson. Videos would be transferred to the server on a building requested basis for on-line demand.

2-A server that will house library resources such as encyclopedias and on-line automation for books.

3-IPWeb streaming of audio and video content. This would include educational programming generated from WCBE and district video messages.

4-IP reflective videoconferencing. An example of this would be VTEL's turbo Cast that allows anyone on a computer to view the videoconference in real time. This will be used for staff development, courses for credit and student enrichment.

5-WEB streaming and training. This would be real time and on demand streaming of audio and video over the WEB from an outside source such as OSU and the Smithsonian.

6- High-speed access for all computers in the district to educational content.

7-Continue to build the interactive videoconferencing network so that each building has this capacity.

The IIS department needs to have the network bandwidth and technical support to provide these instructional services to the customers that are requesting this content. Currently customers are asking for these services and we, as a district cannot deliver.

VII. Professional Development

- Evidence staff knows how to use technology deployed in the district.
- Evidence teachers know how to use telecommunications to improve education. . (Attach rosters of technology PD activities, Novice and Practitioner trained staff, PT3 Grant, DoITS)

| Professional Development Opportunities | 1999/2000 | 2000/2001 | 2001/2002 | 2002/2003 |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| OSN Novice 15hrs Information/Media/ Productivity/ Networking Tools | 15% of CPS Staff/ OSN standards | 15% of CPS Staff/ OSN standards | 15% of CPS Staff/ OSN standards | 15% of CPS Staff/ OSN standards |
| OSN Practitioner 45 hrs | 15% of CPS Staff/ OSN standards | 15% of CPS Staff/ OSN standards | 15% of CPS Staff/ OSN standards | 15% of CPS Staff/ OSN standards |
| TICA/ Other PD plans | 40 CPS staff/ICTS | 80 CPS staff/ICTS | 80 CPS staff/ICTS | 80 CPS staff/ICTS |
| ICTS In Classroom | 200 CPS staff | 200 CPS Staff | 200 CPS Staff | 200 CPS Staff |
| CBT Online Courses | 15% of CPS Staff/ OSN standards | 15% of CPS Staff/ OSN standards | 15% of CPS Staff/ OSN standards | 15% of CPS Staff/ OSN standards |
| Assessment of Attendance | Attendance Records | Attendance Records | Attendance Records | Attendance Records |

- See Instructional Technology Business Plan Page 4.
- See Professional Development Integrating Technology and Curriculum Plan

VIII. Architecture to Support Instructional Technology

- See attached documents (Binder with Wiring Diagrams for 144 school buildings)
- The district has currently purchased an asset management piece of software entitled "Asset Insight" made by Tangram. As a part of our outsourcing contract with Dell, we have included the initial entry and ongoing maintenance of this software for a three-year period.

Technology Advisory Committee

Agenda

April 16, 1999

7:30 – 9:00 a.m.

Professional Library

- | | | |
|----|--------------------------------------|---|
| 3. | Welcome | |
| 2. | Technology Advisory Responsibilities | Giselle Johnson General Counsel CPS district |
| 3. | CIO Search Update | Gary Hudepohl Consultant CPS |
| 4. | Y2K Update | George Hinkle Data Center Projects Officer |
| 5. | Computer Purchase – Input | Sherry Bird Long – Director Instructional Information Services |
| 7. | Discussion | |
| 8. | Next Advisory Meeting | |
| 9. | Closing | |

AGENDA
TECHNOLOGY ADVISORY COMMITTEE
Friday, October 8, 1999
Professional Library
Hudson Center

✓ 7:30 Breakfast available

✓ Procurement Up-date

Sherry Bird Long

✓ 22K Update

George Hinkle

✓ SHARK Report

Linda Nolan
Debbi Ryle

next meeting - Fri 10/20 - 2pm

Technology Advisory Committee

Agenda

October 29, 1999

8:00 - 9:00 a.m.

Meeting Room A

- | | | |
|----|--|-------------------------------|
| 1. | Introductions | |
| 2. | Update on Instructional Technology Implementation Project | Gayle Troy Project Manager |
| 3. | Questions and Concerns | |
| 6. | Next Advisory Meeting | |

Technology Advisory Committee

**Agenda
December 3, 1999
7:30 – 9:00 a.m.
Meeting Room A**

- | | | |
|----|--|-------------------------------|
| 1. | Breakfast | 7:30-8:00am |
| 2. | Introductions | |
| 3. | Update on Instructional Technology Implementation Project | Gayle Troy Project Manager |
| 4. | Expanding Forum Future Endeavors | Harvey Martin CIO |
| 5. | Questions and Concerns | |
| 6. | Next Advisory Meeting | |

Technology Advisory Committee

Agenda

December 10, 1999

7:30 – 9:00 a.m.

Meeting Room A

- | | | |
|----|------------------------|---|
| 1. | Breakfast | 7:30-8:00am |
| 2. | Questions and Concerns | CPS Technology Advisory Committee Dell Administration |
| 3. | Next Advisory Meeting | |

Technology Advisory Committee

Agenda

December 22, 1999

7:30 – 9:00 a.m.

Meeting Room A

- | | | |
|----|------------------------|-----------------------------------|
| 1. | Breakfast | 7:30-8:00am |
| 2. | Installation Status | Gayle Troy Tim Conroy |
| 3. | Site Acceptance | Sherry Bird Long Rick Schindel |
| 4. | Questions and Concerns | |
| 5. | Next Advisory Meeting | |

Technology Advisory Committee

Agenda

May 19, 2000

7:30 – 9:00 a.m.

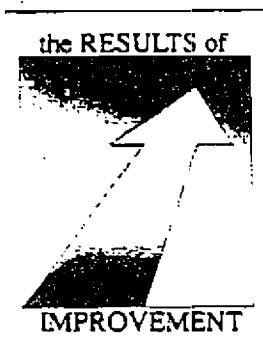
Professional Library

- | | | |
|----|---|---------------|
| 1. | Breakfast | 7:30-8:00am |
| 2. | Old Business Dell Installation Status | Harvey Martin |
| 3. | Comments | Charles Brown |
| 4. | New Business Farewell to Dr. Wilson Future Goals | Harvey Martin |
| 5. | Next Advisory Meeting | |

DRAFT
(June 2000)



Continuous
Improvement
Plan



COLUMBUS
PUBLIC SCHOOLS
2000 - 2005

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Columbus Public Schools

270 East State Street • Columbus, Ohio 43215 • Ph. (614)365-5888 • Fax (614)365-5689

Rosa A. Smith, Ph.D.
Superintendent

SUPERINTENDENT'S MESSAGE

I am pleased to submit the revised five year Columbus Public Schools' District Continuous Improvement Plan. This plan has been reviewed with the district's Board and will be implemented with ongoing input from a broad-based advisory council. Since last year's plan was approved, the District's Curriculum Audit, conducted by Phi Delta Kappa, has pointed to many areas needing improvement. This plan has been aligned with the findings of the audit as well as the Superintendent's Work Plan.

Contained in these pages are initiatives which focus on the central work of the district which is to educate all students to the highest level possible including continuous improvement in proficiency tests, attendance, and graduation rates. This represents the major challenge facing all urban school districts nationwide.

More specifically, the work of the district centers on three goals:

| | |
|----------------|--|
| Goal 1. | Increase Student Academic Achievement |
| | <ul style="list-style-type: none">• Students will read at or above grade level by third grade.• Students will be prepared for algebra by ninth grade.• Graduates will have participated in a meaningful internship.• Graduates will know how to use technology for lifelong learning. |
| Goal 2. | Operate the District More Efficiently and Effectively |
| Goal 3. | Raise Hope, Trust and Confidence in the Columbus Public Schools |

Clearly, as this document will show, the major work of our staff focuses on the first goal of improved academic achievement. While all the other initiatives in this document are significant, they only have meaning in so far as they make Goal One a reality. As we begin to reach our goals, the evidence of our success will be in the results achieved by our students. We will do things differently because the data compel us to do so, the law requires it, and it is the right thing to do. This revised plan, along with our individual school and district department plans, will help propel our district towards levels of academic achievement that will ensure our children's future.

I look forward, in the spirit of continuous improvement, to suggestions for revisions of this plan not only by the Ohio Department of Education but from all interested stakeholders in the Columbus Community who care about the success of our children.

Rosa A. Smith
Superintendent

COLUMBUS PUBLIC SCHOOLS

**Mission
Vision
Goals**

Columbus Public Schools Mission Statement

Columbus Public Schools will provide a quality education to all students, enabling them to develop the knowledge, understanding and skills they need:

- **To achieve at their highest levels,**
- **To think critically,**
- **To solve problems,**
- **To work independently and cooperatively,**
- **To value diversity, and**
- **To make informed choices.**

In collaboration with the community, Columbus Public Schools will provide a challenging, student-centered curriculum and effective instructional strategies in a safe, stimulating learning environment.

Columbus Public Schools Vision Statement

Within ten years, all students in the Columbus Public Schools will demonstrate that they have acquired a high level of skills, knowledge and understanding in each subject area. Students will be excited about learning and share that excitement with others. The schools will be safe, comfortable and accepting places for students to learn. Individuals will have a sense of respect for themselves and others.

**Columbus Public Schools
District Goals**

**Goal 1: Increase Student Academic Achievement
Students will read at or above grade level
by third grade;**

**Students will be prepared for algebra by
Ninth grade;**

**Graduates will have participated in a
meaningful internship; and**

**Graduates will know how to use
technology for lifelong learning.**

**Goal 2: Operate the District More Efficiently
and Effectively**

**Goal 3: Raise Hope, Trust and Confidence in
the Columbus Public Schools**

COLUMBUS PUBLIC SCHOOLS

Continuous Improvement Plan

Introduction

INTRODUCTION

Students' academic performance is the central focus of this school district. This is a powerful vision...one that transforms the meaning of education. It implies that in Columbus Public Schools, we are responsible for not only what goes into a student's education, but for the outcomes...what the student is actually able to do as a result of his/her experiences in school. As a result of this mission, we hold ourselves accountable for the success of all of our graduates regardless of race, ethnic, and cultural background, gender, or socioeconomic status. This vision sets forth a definition of success that is extremely rigorous for it requires our students to fully develop not only their academic potential, but their physical and emotional potential as well. Student achievement is the central focus of our work and the basis for all decision making related to academic programming, financial and physical management, and assessment and accountability.

The mission statement created in 1996 by district action teams of staff, parents, and community membership laid the foundation for the formation of three district goals approved by the Board of Education in 1998.

GOAL ONE

Increase student academic achievement.

Students will read at or above grade level by third grade.

Students will be prepared for algebra by ninth grade.

Graduates will have participated in a meaningful internship.

Graduates will know how to use technology for lifelong learning.

GOAL TWO

Operate the district more efficiently and effectively.

GOAL THREE

Raise hope, trust and confidence in the Columbus Public Schools.

These goals provide direction and focus to all district work as identified and operationalized in the 1999-2001 Superintendent's Work Plan, the District Continuous Improvement Plan and the School Continuous Improvement Planning Process. Aligned with the three goals, these documents provide an infrastructure for decisions about teaching and learning and about how schools need to be organized and managed to ensure that all students have equal access to quality curriculum and instruction and are able to meet and/or exceed identified standards of performance.

A Curriculum Management audit of the Columbus Public Schools was conducted during the time period of April 26 - May 4, 1999, by a team from the International Curriculum Management Audit Center of Phi Delta Kappa International. The findings of the audit are interconnected with the capability of a school system to attain its central objectives, and are, therefore, the means by which the District's three goals can be realized.

The audit guides the work of the District in that it reveals the extent to which officials and professional staff of Columbus Public Schools have developed and implemented a sound, valid, and operational system of curriculum management and provides recommendations for future action to guide curriculum management and improvement efforts within the district. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it is able to assure the patrons and taxpayers that their fiscal support can be optimized under the conditions in which the school district functions.

The design of the Superintendent's Work Plan, the District Continuous Improvement Plan and the School Continuous Improvement Planning Process, are based on a quality control model that emerged from the audit. The key elements of this improvement model are (1) clear District goal statements that allow us to focus our work and resources, (2) work plans at the District, school, and classroom level aligned to the identified goals, and (3) continuous measurement related to the achievement of those identified goals. When in place, these elements will enable our District to be functional and capable of improving over time.

ACADEMIC ACHIEVEMENT

Goal One

Increase Student Academic Achievement

- **Students will read at or above grade level by third grade**
- **Students will be prepared for algebra by ninth grade**
- **Graduates will have participated in a meaningful internship**
- **Graduates will know how to use technology for lifelong learning**

INCREASE STUDENT ACADEMIC ACHIEVEMENT

Introduction

The primary function of Columbus Public Schools as identified in the Board approved goal statements and the 1999-2001 Superintendent's Work Plan is to **increase student academic achievement**. This requires the school system to (1) establish clear, valid and measurable expectations/standards for all students aligned to the state learner competencies and high school exit standards; (2) design and deliver comprehensive assessment and accountability systems that align to identified standards and provide continuous feedback on teaching and learning, (3) implement research-based instructional strategies that enable all students to meet and exceed standards, (4) systematically intervene with students, schools, and staffs that require additional and varied time and resources to meet and exceed performance targets, and (5) develop the capacity of all staff to implement and sustain the approved instructional framework.

The curriculum management audit team, based on data derived from interviews, documents, and site visits determined critical deficiencies in the sound, valid, and operational system of curriculum management hindering the District's ability to improve student performance in a consistent and sustained manner. The recommendations presented in the audit are critical for initiating systemwide improvements and are at the core of the continuous improvement planning process outlined in this document.

Analysis of Needs:

To improve teaching and learning allowing all students to meet or exceed the student performance targets set forth by the State of Ohio, Columbus Board of Education, and the 1999-2001 Superintendent's Work Plan, the Columbus Public Schools will need to:

- (1) Restructure system policies and plans to provide aggressive action to erase the gaps in achievement and drop out rates among socioeconomic and ethnic groups.
- (2) Develop a comprehensive set of board policies that provide direction for curriculum quality control.
- (3) Continue to refocus, refine and narrow the list of actions from other district reports to organize, connect and reinforce the approved district goals in order to be congruent and focused for system direction.
- (4) Redesign and implement a comprehensive and aligned curriculum management system to provide for consistency, continuity, and quality control across all grade levels and schools.

- [5] Develop and implement a comprehensive feedback and assessment system and implement a comprehensive feedback and assessment system and clarify staff responsibilities to provide clear and useful data to drive decision-making in student learning, staff development and improvement of teaching.
- [6] Refocus and redefine administrative roles and responsibilities in instructional supervision for continuous improvement of the curriculum and instruction.
- [7] Development and focus of system staff and professional development programs and services on the needs of learners and teachers with congruence to system goals and objectives.

Performance Objective

Columbus Public Schools will maintain or improve on 27 state standards.

Performance Measures/Timeline

1. By August 2001 and every year thereafter, the district will improve performance on proficiency-related standards it has not met by 5%; the attendance rate by 0.5%; and the graduation rate by 3%.
2. By August 2001 and every year thereafter, each school will meet or exceed the district-derived standard unit of improvement on the reading proficiency test, math proficiency test, and the attendance rate.
3. By August 2001 and every year thereafter, each high school will meet or exceed the district-derived standard-unit of improvement in its graduation rate.
4. By August 2001 and every year thereafter, each elementary and middle school will demonstrate a 75% pass rate for each grade level on the summative Target Teach assessment in reading and math.
5. By June 2002 and every year thereafter, 100% of all graduating seniors will have completed a structured internship experience and be able to demonstrate mastery of technology standards, grade level appropriate skills and knowledge in the use of technology.
6. By August 2002 and every year thereafter, the percent of students at each elementary and middle school mastering all state learner competencies on the MAT-8 will increase 3% over the previous year.
7. By August 2005, 75% of students at each high school will pass each high school exit course examination in math, language arts, science, and social studies.
8. By August 2005, all graduating seniors will have completed performance assessments based on exit outcomes defined by the state and the school district.

Strategies (Each strategy appears in more detail in department/school plans)

1. Commit financial resources to support the curriculum design, implementation and training needed to assist staff in the design, delivery, and evaluation of a high quality curriculum.
2. Continue periodic progress reports to the Board on curriculum, programs, and assessment results impacting student achievement.
3. Provide resources to systematically review and update board policy that supports curriculum design and implementation.
4. Develop and implement a comprehensive management plan as the infrastructure for all curriculum work in the district.
5. Utilize student performance data to monitor individual and school district progress toward goals.
6. Modify the school continuous improvement planning process to reflect audit recommendations.
7. Determine a schedule and evaluation plan for monitoring the implementation of district-wide programs.
8. Develop and implement the use of standardized curriculum guides, infused with technology, in reading, writing, math, science, and social studies.
9. Streamline the district assessment program and review results to inform instructional decisions.
10. Integrate and align the goals, strategies, accountability components of the following plans: Superintendent's work Plan, the District Continuous Improvement Plan, the School Continuous Improvement Plans, the District School Classification System, the Principal Leadership Development Plan and Evaluation System to ensure unity and maintenance of effort on district and state performance targets.
11. Complete development of high school exit course examinations in mathematics, English, science, and social studies.
12. Complete development of portfolio and performance assessments for high school students, including technology.
13. Develop and implement a plan for structured internships with the community.

Fiscal Impact

FY 01: \$32.5 million Total Program (\$12.5 million General Fund/\$20 million Title I)

FY 02: \$33.4 million/\$13.4 million/\$20 million

FY 03: \$34.3 million/\$14.3 million/\$20 million

FY 04: \$35.2 million/\$15.2 million/\$20 million

FY 05: \$36.2 million/\$16.2 million/\$20 million

(Increase reflects current inflationary rate.)

Related Reports

- District Curriculum Audit: Recommendations 2, 4, 5, 6
- Superintendent's Work Plan: Goal 1, Objective A

Performance Objective

Columbus Public Schools will close the gaps in student achievement between various demographic groups.

Performance Measures/Timeline

1. By August 2001 and every year thereafter, the district will decrease the gaps on each proficiency standard between free/reduced lunch and paying lunch students by 3%; between black and non-black students by 2%; and between male and female students by 1%.
2. By August 2001 and every year thereafter, the district will decrease the gaps on each summative criterion-referenced test between free/reduced lunch and paying lunch students by 3%; between black and non-black students by 2%; and between male and female students by 1%. By August 2000 and every year thereafter, the district will decrease the gaps on the high school graduation rate between free/reduced lunch and paying lunch students by 3%; between black and non-black students by 2%; and between male and female students by 1%.
3. By August 2001 and every year thereafter, the district will decrease the gaps on the high school graduation rate between free/reduced lunch and paying lunch students by 3%; between black and non-black students by 2%; and between male and female students by 1%.
4. By August 2002 and every year thereafter, the district will decrease the gaps in suspensions, expulsions, and PEAK assignments between free/reduced lunch and paying lunch students by 3% each year; between black and non-black students by 2% each year; between male and female students by 1% each year, and between the general population and students with disabilities by 2% each year.
5. By August 2002 and every year thereafter, the district will decrease the gaps in retention rates and special education identification between free/reduced lunch and paying lunch students by 3% each year; between black and non-black students by 2% each year; and between male and female students by 1% each year.
6. By August 2001 and every year thereafter, all low achieving schools will meet their district-derived standard unit of improvement for each standard.

Strategies (Each strategy appears in more detail in department/school plans)

1. Develop and utilize school and district disaggregated data reports to guide intervention and instructional strategies.
2. Narrow the focus of the curriculum through a deep alignment process and implement instructional strategies that have demonstrated results with diverse populations.
3. Establish a program evaluation/research process and utilize results so that instructional programs and strategies that reduce the achievement gap can be implemented or retained.
4. Provide resources to systematically review and update board policy related to equity and access.
5. Design and implement a resource allocation process that addresses student equity issues at the school and district level.
6. Expand support services (i.e. safety nets, tutoring, summer school, and expanded learning opportunities) to assure that all students meet grade-level benchmarks.
7. Expand learning opportunities for all students who meet or exceed grade-level benchmarks.
8. Revise the ESL program based on program evaluation recommendations.
9. Develop and implement a special education plan that addresses special education priorities and issues of equity.
10. Design and implement a plan to improve student performance at low achieving schools.

Fiscal Impact

FY 01: \$55.4 million Total Program (\$52.1 million General Fund/\$3.3 million Title VI)
FY 02: \$56.9 million/\$53.6 million/\$3.3 million
FY 03: \$58.4 million/\$55.1 million/\$3.3 million
FY 04: \$60.0 million/\$56.7 million/\$3.3 million
FY 05: \$61.6 million/\$58.3 million/\$3.3 million
(Increase reflects current inflationary rate.)

Related Reports

- District Curriculum Audit: Recommendations 1,10
- Superintendent's Work Plan: Goal 1, Objective B